

# About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



## Fall 2011 Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

## School Results

**School:** James F. Doughty School

**District:** Bangor School Department

**Code:** 1011-1163



# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2011-2012

### Grade Level Summary Report

School: James F. Doughty School  
 District: Bangor School Department  
 State: Maine  
 Code: 1011-1163

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	133			274			14,397			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	122	121	121	254	252	253	14,031	14,013	13,967	92	91	91	93	92	92	97	97	97
With an approved accommodation	13	11	5	38	35	30	2,072	2,057	1,975	11	9	4	15	14	12	15	15	14
Current LEP Students	1	1	1	5	5	5	380	386	378	1	1	1	2	2	2	3	3	3
With an approved accommodation	0	0	0	2	2	2	170	176	166	0	0	0	40	40	40	45	46	44
IEP Students	13	12	12	28	26	27	2,082	2,068	2,052	11	10	10	11	10	11	15	15	15
With an approved accommodation	10	10	2	24	23	16	1,634	1,624	1,559	77	83	17	86	88	59	78	79	76
Students not tested in NECAP	11	12	12	20	22	21	366	384	430	8	9	9	7	8	8	3	3	3
State Approved	7	7	7	15	16	15	251	258	265	64	58	58	75	73	71	69	67	62
Alternate Assessment	7	7	7	13	14	13	221	221	225	100	100	100	87	88	87	88	86	85
First Year LEP	0	0	0	0	0	0	3	0	3	0	0	0	0	0	0	1	0	1
Withdrew After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Consideration	0	0	0	2	2	2	27	37	37	0	0	0	13	13	13	11	14	14
Other	4	5	5	5	6	6	115	126	165	36	42	42	25	27	29	31	33	38

## NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING	133	7	4	122	40	33	64	52	17	14	1	1	854	254	26	59	14	1	852	14,031	21	56	17	6	848	
	MATH	133	7	5	121	24	20	54	45	26	21	17	14	844	252	24	44	18	13	845	14,013	17	43	21	19	842
WRITING	133	7	5	121	13	11	62	51	41	34	5	4	842	253	9	51	37	2	842	13,967	7	44	37	12	839	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2011-2012

### Reading Results

School: James F. Doughty School  
 District: Bangor School Department  
 State: Maine  
 Code: 1011-1163

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 859–880)

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 840–858)

#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

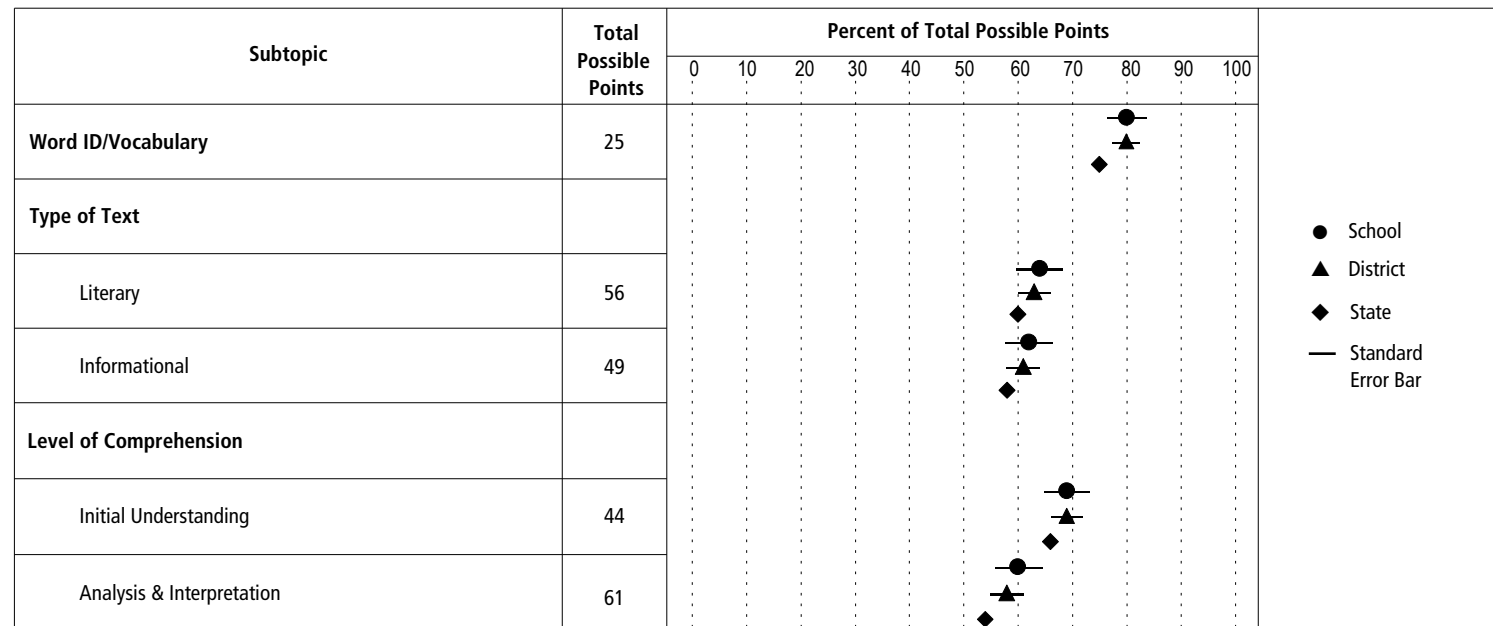
(Scaled Score 828–839)

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 800–827)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10	156	7	2	147	38	26	80	54	24	16	5	3	851
2010-11	128	6	1	121	28	23	74	61	19	16	0	0	851
2011-12	133	7	4	122	40	33	64	52	17	14	1	1	854
Cumulative Total	417	20	7	390	106	27	218	56	60	15	6	2	852
<b>District</b>													
2009-10	291	16	3	272	70	26	147	54	45	17	10	4	851
2010-11	253	9	1	243	68	28	137	56	36	15	2	1	852
2011-12	274	15	5	254	67	26	150	59	35	14	2	1	852
Cumulative Total	818	40	9	769	205	27	434	56	116	15	14	2	852
<b>State</b>													
2009-10	14,466	245	120	14,101	2,092	15	7,584	54	3,378	24	1,047	7	846
2010-11	14,368	263	147	13,958	2,341	17	7,783	56	3,096	22	738	5	847
2011-12	14,397	251	115	14,031	2,933	21	7,864	56	2,380	17	854	6	848
Cumulative Total	43,231	759	382	42,090	7,366	18	23,231	55	8,854	21	2,639	6	847





# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2011-2012

### Disaggregated Reading Results

School: James F. Doughty School  
 District: Bangor School Department  
 State: Maine  
 Code: 1011-1163

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	133	7	4	122	40	33	64	52	17	14	1	1	854	254	26	59	14	1	852	14,031	21	56	17	6	848
Gender																									
Male	69	6	3	60	14	23	36	60	9	15	1	2	853	131	23	62	15	1	852	7,091	15	57	20	8	846
Female	64	1	1	62	26	42	28	45	8	13	0	0	854	123	30	56	13	1	852	6,940	27	55	14	4	851
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										3						203	12	60	20	8	845
Not Hispanic or Latino																									
American Indian or Alaskan Native	3	0	0	3										3						107	10	55	23	11	844
Asian	3	0	0	3										5						235	33	44	16	7	851
Black or African American	7	0	1	6										9						373	9	44	28	19	840
Native Hawaiian or Pacific Islander	0	0	0	0										0						10	40	50	10	0	856
White	118	7	3	108	36	33	57	53	14	13	1	1	854	232	27	58	14	1	852	12,968	21	57	17	6	849
Two or more races	0	0	0	0										2						135	20	58	19	4	849
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										5						380	6	38	32	23	838
Former LEP student - monitoring year 1	0	0	0	0										0						18	44	56	0	0	860
Former LEP student - monitoring year 2	0	0	0	0										1						26	58	42	0	0	860
All Other Students	132	7	4	121	40	33	63	52	17	14	1	1	854	248	27	58	14	1	852	13,607	21	57	17	6	849
IEP																									
Students with an IEP	23	7	3	13	0	0	8	62	4	31	1	8	841	28	0	57	36	7	841	2,082	1	33	39	27	835
All Other Students	110	0	1	109	40	37	56	51	13	12	0	0	855	226	30	59	11	0	853	11,949	24	60	13	2	851
SES																									
Economically Disadvantaged Students	83	6	4	73	16	22	41	56	15	21	1	1	850	116	16	60	22	2	848	5,990	11	55	24	10	844
All Other Students	50	1	0	49	24	49	23	47	2	4	0	0	860	138	36	58	7	0	855	8,041	28	57	12	3	852
Migrant																									
Migrant Students	0	0	0	0										0						9					
All Other Students	133	7	4	122	40	33	64	52	17	14	1	1	854	254	26	59	14	1	852	14,022	21	56	17	6	848
Title I																									
Students Receiving Title I Services	16	0	0	16	1	6	9	56	6	38	0	0	844	18	6	61	33	0	844	1,368	9	53	30	9	843
All Other Students	117	7	4	106	39	37	55	52	11	10	1	1	855	236	28	59	12	1	852	12,663	22	56	16	6	849
504 Plan																									
Students with a 504 Plan	7	0	1	6										17	24	53	24	0	850	401	14	64	19	4	847
All Other Students	126	7	3	116	39	34	61	53	15	13	1	1	854	237	27	59	13	1	852	13,630	21	56	17	6	848

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2011-2012

# Mathematics Results

**School:** James F. Doughty School  
**District:** Bangor School Department  
**State:** Maine  
**Code:** 1011-1163

### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 852–880)

### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 840–851)

### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

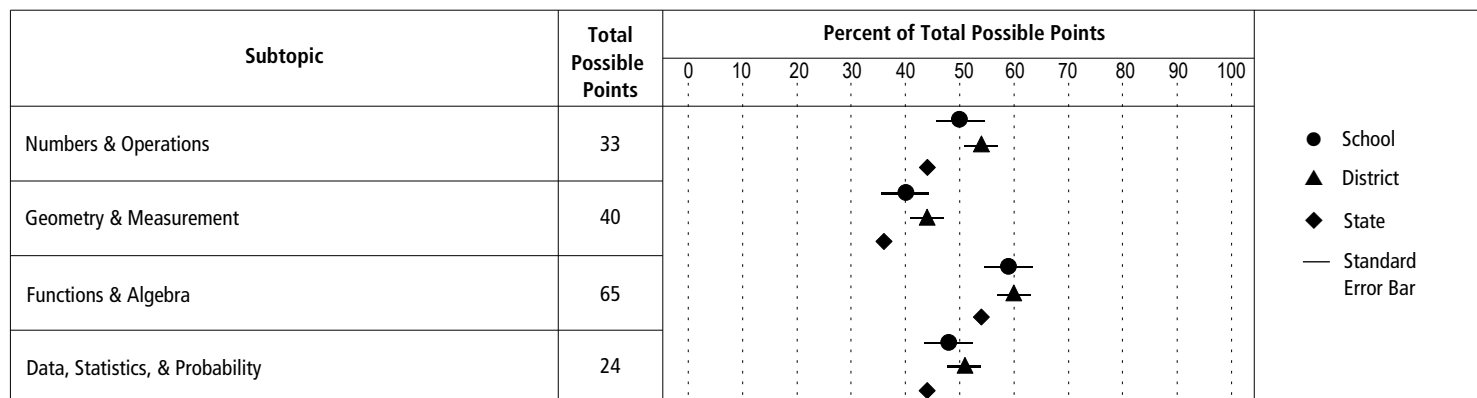
(Scaled Score 834–839)

### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 800–833)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10	156	8	1	147	39	27	63	43	22	15	23	16	844
2010-11	128	6	1	121	35	29	49	40	24	20	13	11	846
<b>2011-12</b>	<b>133</b>	<b>7</b>	<b>5</b>	<b>121</b>	<b>24</b>	<b>20</b>	<b>54</b>	<b>45</b>	<b>26</b>	<b>21</b>	<b>17</b>	<b>14</b>	<b>844</b>
Cumulative Total	417	21	7	389	98	25	166	43	72	19	53	14	845
<b>District</b>													
2009-10	291	17	2	272	68	25	131	48	43	16	30	11	845
2010-11	253	9	1	243	78	32	99	41	39	16	27	11	846
<b>2011-12</b>	<b>274</b>	<b>16</b>	<b>6</b>	<b>252</b>	<b>61</b>	<b>24</b>	<b>111</b>	<b>44</b>	<b>46</b>	<b>18</b>	<b>34</b>	<b>13</b>	<b>845</b>
Cumulative Total	818	42	9	767	207	27	341	44	128	17	91	12	845
<b>State</b>													
2009-10	14,466	236	115	14,115	2,283	16	6,119	43	3,019	21	2,694	19	842
2010-11	14,368	223	162	13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
<b>2011-12</b>	<b>14,397</b>	<b>258</b>	<b>126</b>	<b>14,013</b>	<b>2,374</b>	<b>17</b>	<b>6,035</b>	<b>43</b>	<b>3,002</b>	<b>21</b>	<b>2,602</b>	<b>19</b>	<b>842</b>
Cumulative Total	43,231	717	403	42,111	6,967	17	18,048	43	9,069	22	8,027	19	842





# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2011-2012

# Disaggregated Mathematics Results

School: James F. Doughty School  
 District: Bangor School Department  
 State: Maine  
 Code: 1011-1163

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	133	7	5	121	24	20	54	45	26	21	17	14	844	252	24	44	18	13	845	14,013	17	43	21	19	842
Gender																									
Male	69	5	4	60	13	22	28	47	10	17	9	15	844	131	32	44	15	9	848	7,084	17	41	22	20	842
Female	64	2	1	61	11	18	26	43	16	26	8	13	844	121	16	45	21	18	843	6,929	17	45	21	17	843
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										3						202	10	39	27	25	839
Not Hispanic or Latino																									
American Indian or Alaskan Native	3	0	0	3										3						107	6	36	29	30	838
Asian	3	0	0	3										5						235	25	42	16	17	845
Black or African American	7	0	1	6										9						375	6	25	26	43	834
Native Hawaiian or Pacific Islander	0	0	0	0										0						10	40	40	20	0	847
White	118	7	4	107	22	21	48	45	25	23	12	11	844	230	24	44	20	12	846	12,949	17	44	21	18	842
Two or more races	0	0	0	0										2						135	16	43	15	27	842
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										5						386	5	21	26	48	833
Former LEP student - monitoring year 1	0	0	0	0										0						18	11	61	22	6	844
Former LEP student - monitoring year 2	0	0	0	0										1						26	38	50	12	0	849
All Other Students	132	7	5	120	24	20	54	45	26	22	16	13	844	246	24	44	18	13	845	13,583	17	44	21	18	842
IEP																									
Students with an IEP	23	7	4	12	0	0	4	33	3	25	5	42	835	26	0	23	31	46	834	2,068	2	15	23	61	831
All Other Students	110	0	1	109	24	22	50	46	23	21	12	11	845	226	27	46	17	10	847	11,945	20	48	21	11	844
SES																									
Economically Disadvantaged Students	83	6	5	72	6	8	36	50	17	24	13	18	841	114	11	46	23	20	841	5,979	8	37	27	29	838
All Other Students	50	1	0	49	18	37	18	37	9	18	4	8	848	138	36	42	14	8	849	8,034	24	48	18	11	845
Migrant																									
Migrant Students	0	0	0	0										0						9					
All Other Students	133	7	5	121	24	20	54	45	26	21	17	14	844	252	24	44	18	13	845	14,004	17	43	21	19	842
Title I																									
Students Receiving Title I Services	16	0	0	16	0	0	6	38	4	25	6	38	837	18	0	33	28	39	836	1,365	5	29	34	33	837
All Other Students	117	7	5	105	24	23	48	46	22	21	11	10	845	234	26	45	18	12	846	12,648	18	45	20	17	843
504 Plan																									
Students with a 504 Plan	7	0	1	6										17	29	24	29	18	844	400	13	43	27	17	841
All Other Students	126	7	4	115	23	20	54	47	23	20	15	13	844	235	24	46	17	13	845	13,613	17	43	21	19	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.





# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2011-2012

### Writing Results

School: James F. Doughty School  
 District: Bangor School Department  
 State: Maine  
 Code: 1011-1163

#### Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 854–880)

#### Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 840–853)

#### Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

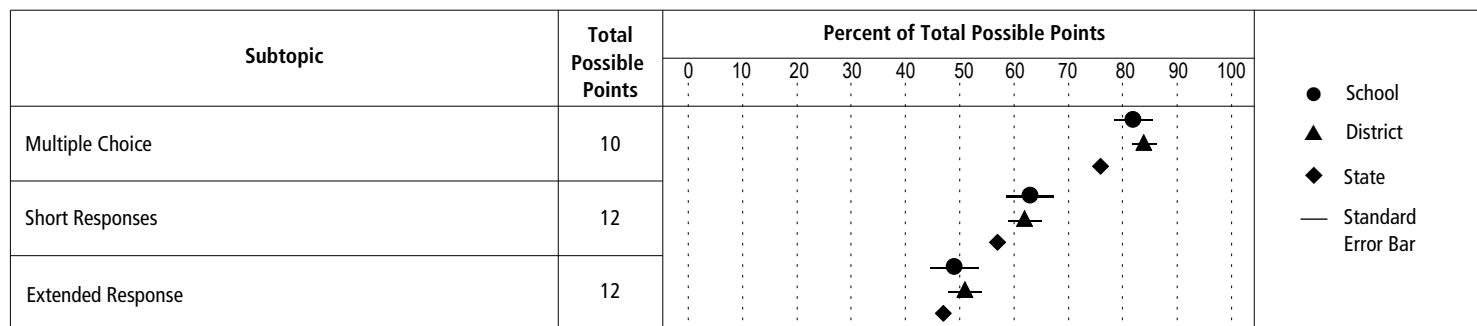
(Scaled Score 827–839)

#### Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 800–826)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>School</b>													
2009-10													
2010-11	128	6	3	119	16	13	51	43	45	38	7	6	842
2011-12	133	7	5	121	13	11	62	51	41	34	5	4	842
Cumulative Total	261	13	8	240	29	12	113	47	86	36	12	5	842
<b>District</b>													
2009-10													
2010-11	253	9	4	240	45	19	110	46	77	32	8	3	844
2011-12	274	15	6	253	24	9	129	51	94	37	6	2	842
Cumulative Total	527	24	10	493	69	14	239	48	171	35	14	3	843
<b>State</b>													
2009-10													
2010-11	14,368	254	210	13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2011-12	14,397	265	165	13,967	963	7	6,116	44	5,175	37	1,713	12	839
Cumulative Total	28,765	519	375	27,871	1,998	7	12,448	45	10,354	37	3,071	11	839





# Fall 2011 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2011-2012

### Disaggregated Writing Results

School: James F. Doughty School  
 District: Bangor School Department  
 State: Maine  
 Code: 1011-1163

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	133	7	5	121	13	11	62	51	41	34	5	4	842	253	9	51	37	2	842	13,967	7	44	37	12	839
Gender																									
Male	69	6	4	59	6	10	28	47	21	36	4	7	841	130	9	49	38	4	842	7,056	4	35	43	18	836
Female	64	1	1	62	7	11	34	55	20	32	1	2	843	123	10	53	37	1	842	6,911	10	53	31	7	841
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	2	0	0	2										3						199	5	35	45	15	837
Not Hispanic or Latino																									
American Indian or Alaskan Native	3	0	0	3										3						107	3	28	50	20	835
Asian	3	0	0	3										5						235	11	51	28	11	841
Black or African American	7	0	1	6										9						368	2	29	43	26	833
Native Hawaiian or Pacific Islander	0	0	0	0										0						10	10	60	30	0	843
White	118	7	4	107	12	11	55	51	35	33	5	5	842	231	10	50	37	3	842	12,915	7	44	37	12	839
Two or more races	0	0	0	0										2						133	7	49	34	11	839
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										5						378	2	23	44	31	831
Former LEP student - monitoring year 1	0	0	0	0										0						18	22	61	17	0	846
Former LEP student - monitoring year 2	0	0	0	0										1						26	15	69	15	0	846
All Other Students	132	7	5	120	13	11	61	51	41	34	5	4	842	247	10	51	36	2	842	13,545	7	44	37	12	839
IEP																									
Students with an IEP	23	7	4	12	0	0	0	0	10	83	2	17	831	27	0	7	81	11	833	2,052	<1	9	43	47	827
All Other Students	110	0	1	109	13	12	62	57	31	28	3	3	843	226	11	56	32	1	843	11,915	8	50	36	6	841
SES																									
Economically Disadvantaged Students	83	6	5	72	4	6	38	53	27	38	3	4	840	115	3	46	48	3	839	5,947	3	32	45	19	835
All Other Students	50	1	0	49	9	18	24	49	14	29	2	4	845	138	14	55	28	2	844	8,020	10	52	31	7	841
Migrant																									
Migrant Students	0	0	0	0										0						9					
All Other Students	133	7	5	121	13	11	62	51	41	34	5	4	842	253	9	51	37	2	842	13,958	7	44	37	12	839
Title I																									
Students Receiving Title I Services	16	0	0	16	0	0	5	31	10	63	1	6	836	18	0	39	56	6	837	1,360	3	28	52	17	835
All Other Students	117	7	5	105	13	12	57	54	31	30	4	4	843	235	10	52	36	2	843	12,607	7	45	35	12	839
504 Plan																									
Students with a 504 Plan	7	0	1	6										17	12	24	65	0	840	399	3	35	48	14	836
All Other Students	126	7	4	115	13	11	60	52	37	32	5	4	842	236	9	53	35	3	842	13,568	7	44	37	12	839

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.